DEC 7 1926

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 21

December 6, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

Superior Supplementary Reading

Carpenter's Journey Club Travels

Color illustrations

The Foods We Eat.....$ .72
The Clothes We Wear..... .76
The Houses We Live In..... .80

A GROUP of children take imaginary trips all over the world to learn about the sources of our food supplies, our clothes, and our building materials. The books are written in the popular Carpenter "travelogue" style. The pictures are varied and numerous; some of them are photographs showing the members of the "Journey Club" on their travels, and are so true to life that they stir the pupil's imagination and give reality to the facts. **Third and Fourth Years.**

Johnson's Dot and David - - $ .60

Illustrated in color

THESE twenty-five stories radiate the spirit of happiness. They tell about a little boy and girl, nine and six years old, who live in a large city and who, in spite of their poverty, have jolly times and interesting adventures. The frequent use of dialogue insures expressive reading. **Second Year.**

Serl's Johnny and Jenny Rabbit - $ .56

Illustrated in color

THESE quaint animal characters talk and behave like real children, and the things they do makes reading that all children like. Although the vocabulary is very simple, the stories have variety of incident and continuity of interest. The well-planned phrase-grouping enables the pupil to read with expression. **First or Second Year.**

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

"The partial title RESEARCH should not be allowed to deter any teacher from reading the entire discussion."

RESEARCH FOR TEACHERS

By

BURDETTE ROSS BUCKINGHAM

"A book which meets well a distinctive need of a great body of teachers. Simple in style, direct and clear in thought, highly instructive, it has the added feature of conceding to the kitchen school teacher the privilege of an opinion and encourages her to do something about her schoolroom problems."

THE SCHOOL SUPERINTENDENT OF A LARGE CITY

"One of the interesting and charming things about the book is the clearness, directness, and informality of the style in which it is written."

THE SCHOOL REVIEW, November, 1926

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

COLUMBIA RESEARCH BUREAU FRENCH TEST

By A. A. MERAS, PH.D.
Late Professor of French, Teachers College, Columbia University
SUZANNE ROTH, A. M.
Instructor in French, New York City High School
and BEN D. WOOD, PH.D.

THIS is a test of vocabulary, of comprehension, and of grammar. The vocabulary part is of the alternative answer form, consisting of 100 French words; 75 true and false statements in French provide the test of comprehension; the grammar test consists of 100 English sentences followed by partial translations to be completed.

Sixteen elementary texts were carefully compared to insure that the vocabulary and other elements of the test would be generally covered in any course. The test may be used in the four years of high school and the first three years of college. Norms have been established on the basis of 20,716 scores, and they are given for each part separately.

Test: Form A. 12 pages. Price per package of 25 examination booklets, with Manual of Directions, Key, and Class Record, $1.30 net.

Specimen Set. An envelope containing 1 Test and 1 Key, 1 Manual of Directions, and 1 Class Record. Price 20 cents postpaid.

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
41 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

Announcing, the Second-Year Course of

JACKSON, SANDERS, SPROUL BOOKKEEPING AND BUSINESS KNOWLEDGE

Equalling the First-Year Course in well-arranged development and in usable content. Here is a general review of the First-Year Course (where bookkeeping is introduced through the reasonable and effective balance-sheet approach*); and here is the further use of special books of original entry; followed by sections on "Business Papers and their Uses," "Types of Business Ownership," "Adjustments to show Correct Values" and "Interpretation of the Records."

**It teaches students to think and to reason.*

GINN AND COMPANY

15 Ashburton Place *Boston, Massachusests*

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR DECEMBER 6, 1926

EDITORIALS:—
- Improving Professional Credits 535
- High School Day 536
- Mental Wayside Inn 536
- A Tax Tragedy 536
- Charm of the Farm 536

CALIFORNIA, THE WONDERLAND 537
By A. E. Winship

AUTUMN (Poem) 537
By Rustic Bard

BELDING'S PAGE 538

PROBLEMS PECULIAR TO THE RURAL SCHOOLS 539
By Dean W. J. Bankes

THE PORTABLE SCHOOLHOUSE 542
By George F. Moody

MY PEDAGOGIC CREED 542
By John Dewey

THE SURVIVAL OF THE UNFITTEST 543
By Jacques W. Redway

VERDICT OF 6,800 CHILDREN 545

NEBRASKA'S BEST 546
By A. E. Winship

THE SCIENCE OF BUSINESS 547

WHAT IS GENIUS? 547
By Alexander Hamilton

PERSONAL AND PROFESSIONAL 548

CHARACTER CHATS 549
By Joseph B. Egan
- Why Be Thankful 549
- Right Where You Are Now 549
- The Patterns of the King 550
- Silver Petals of the Stars 550
- Exercises for the Will 551

EDUCATION IN ACTION 552

TREND OF THE TIMES 554

THE BOOK TABLE 555

GRINS BETWEEN GRINDS 557

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Improving Professional Credits

NO LANGUAGE can adequately credit the improvement of teachers, principals and supervisors through the system of earning professional credits. There are some opportunities for misuse, but they will be prevented as fast as they reveal themselves.

A ridiculous misuse is earning a master's degree that increases salary and advances standing with no possible advantage to the teacher, principal, or supervisor professionally. A supervisor in music could not have rank as A1 in music supervision or in salary as a music supervisor because she had not a master's degree. She matriculated in domestic science, worked on it off and on, and earned her master's degree and ranked A1 professionally and in salary as a music supervisor because she had a master's degree in domestic science.

Credit must be given for professional achievement even if it is not an institutional achievement. For instance, there was an art supervisor who had lived, moved and had her being in art from girlhood, had seen every great painting, statue and architectural master achievement in Europe; had read art books with passionate devotion; was recognized as a genius in portraying the art features of painting and statuary, and had the philosophy and pedagogy of inspiring students to know and love art. But it was in the power of a man who had seen no great work of art in painting, statuary, or architecture; who had no skill of inspiring appreciation of art, but who was on a university committee to award professional credits, to prevent any recognition of this queen among art supervisors, because in his cold-blooded fashion he said she had not met some credit condition which applied to civil engineers, specialists in Spanish and administration. All that she had learned of art by years of devotion, by the expenditure of vast sums in travel, in books, in the ownership of works of art, was not given a thought because in some wholly

irrelevant matter she did not fit into the university credit scheme.

Educationally the world has gone so far and fast in recent years that it will go farther and faster until the absurdities are eliminated.

Pittsburgh, Pennsylvania, school children have more money on deposit in savings banks than the school children of any other city in the United States, regardless of population. The school children of the city have a million and a half dollars ($1,500,000) on deposit in the Pittsburgh banks.

High School Day

THE Broadway, Los Angeles, Department Store on November 9 had its third annual High School Day. On Monday, November 8, all the advertisements in the city daily papers were written by high school students. The space was the same as that contracted for in those papers.

On Tuesday, November 9, two hundred and fifty Los Angeles high school students took the places of department superintendents, salespeople, office assistants, inspectors, cashiers, et al. Badges distinguished students from regular employees. In many cities something akin to this is being done. While there is a wide difference in reports on efficiency, there is a universal report that the service is surprisingly good.

Los Angeles County leads the world. The population is 1,700,000. The total valuation is $7,500,000,000, which is $4,285.71 the average wealth of the county.

Mental Wayside Inn

GLENN FRANK speaks of "loathing the professionally open-minded man whose brain seems simply a wayside inn for the temporary housing of half-baked ideas that never come to grips with reality." He prefers to think of a clean and transparent window that keeps out unwelcome drafts and dirt as effectively as a closed door, but can be used for seeing the world go by. We are sure that Mr. Frank's loathing of half-baked ideas strikes a sympathetic chord in many persons who have to get a "grip with reality."

In the death of Superintendent S. S. Murphy Mobile loses a masterful, tactful and inspiring leader who has had a noble influence on the civic and educational advance of Southern Alabama. He has stabilized public morale without sacrificing the spirit of progress.

A Tax Tragedy

THE voters of Illinois failed to pass the Tax Amendment which passed the Illinois House of Representatives by a vote of 137 to 2, and the Senate by a vote of 44 to 1. There were so many excitements in the election of November 2 that it cannot be wondered at that there was miscarriage of justice in this case. The city of Chicago and its Board of Education have started heroically to have something done in Chicago to right the great tax wrong.

The electric truck in loading and unloading freight of ships carries about five times the load that hand trucks carried, and they carry it about ten times as fast. Notwithstanding the increased cost of labor the cost of moving freight has not increased. Large loads and increased speed have changed the freight business beyond estimate. What are the educational leaders doing to match this in school life? There should be greater results in less time.

Charm of the Farm

THE ardent devotion to country life by the United States Department of Agriculture, the United States Bureau of Education, and the skilful and inspiring specialists, of whom Mabel Carney of Teachers College, Columbia University, is the acknowledged leader, is bearing fruit in royal fashion. A study of two thousand boys and girls on farms discovers that 95 per cent. of both boys and girls like the farm and want to stay on the farm. Reasons most commonly cited as to why they like the country are the association with plants, animals and nature in general; healthiness of country life; the kind of work done on the farm, and recreations of the country.

Chicago and the Chicago Board of Education realize at last that tax dodgers are innumerable. Fifty of the largest corporations in the city have a total capitalization of $200,000,000, but pay taxes on only half of that amount. There are 640 corporations whose capitalization is more than $300,000 each that pay taxes on a much lower valuation.

Insurance companies are said to refuse to issue a casualty policy to any young man who uses intoxicating liquor even "moderately." Great temperance lecture.

California the Wonderland

By A. E. WINSHIP

CALIFORNIA is a land of wonders with its range of climate as great as that from balmy Florida to rugged New England, with higher mountains and deeper valleys, richer mines and bursting wells of oil and gas, boundless orchards and vineyards, almost fathomless soil and matchless climate, but the wonder is not in what Nature's lavish hands have done from the Sierras to the sea, but in what human nature has done everywhere for everybody. Luther Burbank's creation of flowers and fruits, making the cactus spineless and the daisy seedless is less wonderful than what the everyday man and woman have done socially and civically, industrially and commercially. Our interest professionally and personally is with the wonderful educational achievements. What Luther Burbank did for nature the schools and colleges are doing for human nature.

California has the largest university in the world, the most famous physicist of today, and her school boys win all the prizes in the field and track meets as well as two-thirds of the oratorical contests of America. There are almost as many cities that lead the world in some phase of educational functioning as there are in all the rest of the country. While that is a bit superlative it is true that there is no city in California that is not leading all America in some phase of educational progress. Dr. J. M. Gwinn in San Francisco leads the world in scientific development of professional administrative equipment, in the conquest of school building situation in a city of ragged hills and precipitous slopes.

Mrs. Susan M. Dorsey has developed more marvelous ways and means of meeting social and racial problems in a city that adds a big city population to a youthful city every year than has ever been dreamed of elsewhere in the world.

Dr. Fred M. Hunter of Oakland has taken a humble suburban community and made a metropolis of it educationally and civically. Dr. H. B. Wilson of Berkeley has made public school system an academic demonstration. W. L. Stephens has made the schools of thrifty-thrilling Long Beach keep ahead of the procession when the elite of the classic East and the oil kings of everywhere rushed in, the one class to enjoy the famous schools and the others to pay taxes to make schools more famous. Charles C. Hughes of Sacramento has no companion piece when it comes to the creation of a scheme to give every child the most that he needs when he most needs it. There could be no limit to our space if we let our pen loose. San Diego and San Jose, Pasadena and Pomona, Santa Barbara and Santa Ana, Alameda and Vallejo, Riverside and Redlands, Fresno and Stockton, Santa Monica and San Bernardino, Glendale and Bakersfield, Calexico and El Centro, Santa Rosa and Santa Cruz. There would be no stopping place if we let memory loose on counties and cities that we have enjoyed in their evolution.

The temptation to call attention to the personalities that have given California its personality is great. Think of Bret Harte and Mark Twain, John Muir and Thomas Starr King, Stanford and Hopkins, Fremont and Sutter, John Bidwell and David Lubin. There is a legitimate excuse for our exuberance over California because we have probably known it more intimately for more than half a century than has any one now in active life who has never lived on the Pacific Coast. I crossed the continent six years after the first train went over there, ten years after the first sleeping car touched the rails, and before a dining car was dreamed of. Of those whom I came to know in California in 1875 only one is now alive, and no other of the seventy-two members of that editorial party is on this side of the Great Divide. That which makes California the most remarkable Wonderland is the fact that of the sixty-five trips from the Atlantic to the Pacific the last has always been the most wonderful even when I have been there five times in one year.

Autumn

By Rustic Bard

The sumacs and the maples
Are all in scarlet dressed;
The oak trees and the birches
Are decked in nature's best;
The ivy creeping on the wall
In spots of red appear.
The bitter sweet the fences drape
Since autumn days are here.

The meadows all are bordered
With asters fringed and goldenrod;
Like carpets from the Orient
Appear the fields of sod.

O gorgeous autumn colors
On trees and clinging vines,
Their hues and tints all blended
With green of firs and pines.

Behold the vales and mountain sides
In holiday array,
No scene could be more lovely,
It soon must pass away.
O glorious autumn season,
O changing pantomime,
O festival most brilliant,
Delightful autumn time.

Belding's Page

NOW THE HIGH SCHOOL "SMOKER"

A GET-TOGETHER of high school pupils for the practicing of cheers and songs and the cultivation of school spirit on the eve of an athletic event, may be a perfectly wholesome manifestation of school life.

But why call it a "smoker"?

Some high schools are calling it that. The reason is merely that certain colleges apply the term "smoker."

High school authorities need to do a little quick and accurate thinking about these "smokers" before the practice of holding them under that name becomes as firmly intrenched as other adopted practices already are.

School athletes are supposed not to smoke. Coaches want them to be in fullest possession of all their powers, both mental and physical. But non-athletes are assembled for a "smoker" —in order to lend moral backing to their team!

Announcement of a high school "smoker" virtually serves notice upon the non-smoking student that he is not a regular fellow. He feels out of place at a "smoker" unless he smokes.

Thus is the force of public opinion in the school arrayed against the individual who may wish to keep his system clear of tobacco fumes, as parents, teachers, and health authorities have counseled him to do.

* * * * *

If pupils in the secondary schools could know the finer and nobler phases of college life, instead of the more superficial features of it which come so easily to their attention, the colleges could become a more helpful influence than they are at present.

FILMS FOR EDUCATION

ENTERTAINMENT possibilities of the motion picture have been so stupendous as to eclipse for a time the educational values which they contain. Gradually the fact is dawning upon thoughtful people that films profoundly affect the popular mind and conduct, and that their influence must not only be studied but directed.

As the demand for truly educational films increases, such films will be supplied. Experiments are in process which may put many reels of splendidly serviceable motion pictures at the disposal of the schools.

Few people realize what a wealth of material is already in existence for the impressive portrayal of historic scenes which have occurred since the invention of the cinematograph. So much film of this sort has accumulated that the motion picture industry is becoming worried over the problem of properly storing it and keeping it available for use as required. The federal government has been asked to provide archives for preservation of important films, in a manner corresponding to the way books are kept in the Library of Congress. Just so sure as the government declines this obligation, leaving it to private concerns, will there be an irreparable loss of many films which should be treasured for our children and our children's children.

A MAJOR PROBLEM FOR THE COLLEGES

THE broad problem of turning out graduates who will be thorough, and reasonably modest—ready to take off their coats and tackle their jobs in earnest, is an immense task for the educators. It isn't to be accomplished by easy-going indifference on the part of faculties who let students dawdle through college with slipshod habits and distorted views of the universe and their place in it.

Down into the college, into the third and fourth years of the student's course especially, must trickle something of the earnestness of the engineering school or the school of law or medicine, if the college graduates are to be really ready for the game of life. If this means a curtailment of purely cultural studies and a plunge into the crudely practical, what then? It may have to come. An educational system must be judged by its fruits, and must abide by that judgment.

JUNIOR COLLEGES

A HIGHLY significant movement in public education is the establishment of junior colleges. Approximately 200 of these are said to exist in the United States, and the number is growing.

The demand for college instruction has increased beyond the capacity of the regular colleges and universities. Opportunity to continue studies for one or two years beyond high school without leaving the home city are a natural extension of the public policy of training citizens for their highest usefulness.

We need not be surprised if these junior colleges eventually produce deep effects upon the programs of older colleges.

Anson W. Belding

Associate Editor.

Problems Peculiar to the Rural Schools

By DEAN W. J. BANKES

Teachers College, University of Akron

FOR the purpose of studying this subject without any personal bias letters were sent to the eighty-eight county superintendents in Ohio, asking them to list problems peculiar to the rural schools. Fifty-eight replied.

Certainly, no group of people know better the peculiar problems of the rural schools than those who have the responsibility of directing and supervising them.

The replies indicated forty-one problems differently stated but clearly expressed. These forty-one problems are grouped into six groups or major problems for careful study. Some are used in more than one group.

> "The rural schools have never spent the amount of money needed to place them on an equal basis with the urban schools.
>
> * * * * * * * * *
>
> "Citizenship in rural communities has always been more individualistic and consequently the individual pupil is left to do the best he can in his development."

The first problem is clearly the teacher problem, as evidenced in the following statements received. The numbers after each show how many county superintendents agree upon the statements.

(1) Poorly trained teachers—20.
(2) Immature teachers—5.
(3) Inexperienced teachers—2.
(4) More teachers trained in elementary subjects—1.
(5) Teacher's lack of academic knowledge—4.
(6) Citified teachers—4.
(7) Teachers shift from school to school—13.
(8) Failure of teachers to appreciate rural life—13.

All of these statements indicate the dissatisfaction of county superintendents with the training most teachers receive for rural schools. Teachers may be well trained to teach city schools and have no idea of the organization and management of schools in rural districts. Moveover, it may be said of most teacher-training institutions that they stress training for carefully graded and large consolidated schools.

A few replies indicated that teachers trained in the County Normal Schools have a much better understanding of rural life and fit the rural school conditions better than those trained in other institutions. If this be true, the requirement of at least two years training with one year in the County Normal may well be considered. If the County Normal is to be discontinued, other training institutions might well be requested by county superintendents to include this special training for rural teaching.

Immature and inexperienced teachers find difficulty in securing positions in cities where sufficient salaries are offered to secure the very best teachers. So long as rural schools pay smaller salaries this problem will remain unsolved, for these teachers must teach where poorer salaries are paid.

Teacher-training institutions have drifted to the position of stressing method and so are likely to neglect the knowledge of subject matter. Certain standards must be set and rigidly adhered to as requirement for graduation. Refusal to elect graduates from institutions of low standard would, no doubt, have a marked effect in raising the academic requirement of teachers. More authority placed in the hands of county superintendents in appointing teachers will give them opportunity to require of training institutions certain types of graduates. (Rural life is different from city life) and must be appreciated by the teachers in rural schools. Appointment to teaching positions might well be contingent upon a knowledge and appreciation of rural life.

Several statements in the replies group themselves around the attendance problem:—

(1) Poor attendance—8.
(2) Shifting population—2.
(3) Exposure of pupils—2.
(4) Transportation—11.
(5) Pupils kept home to work—3.

In the rural sections so many types of work may be done by boys and girls the problem of keeping pupils out of school is much greater than in city districts where there are few chores

about the home which require the time of the pupils.

With the shifting population there is usually the shiftless attitude toward life generally, and the schools suffer in attendance. This is noticeable in both city and rural districts.

Pupils in rural districts have a longer distance to travel to and from school and unless transportation is furnished the exposure in bad weather naturally cuts down the attendance. The transportation of pupils, wherever used, has solved, to a large degree, this problem.

In sections where the roads are not well improved it is very difficult to provide transportation. The High School problem becomes very great in such sections due to the fact that the High School district of necessity must be larger than the elementary school district unless the schools have been consolidated.

The third problem is the supervision problem:—

(1) Lack of supervision of instruction—9.
(2) Retardation of pupils—1.
(3) Alternation of subjects—1.
(4) Limited course of study—7.
(5) Lack of vision in Board members—2.
(6) Too many boards of education—11.
(7) Extra-curricular activities in High School—1.
(8) Need of consolidation—20.

In some counties the county superintendent must do all the work of supervision. He has been robbed of his assistants in the so-called economical administration of the county board. In some instances the citizens have demanded this, and in others the desire to limit the work of county supervision has predominated. Economic supervision means proper supervision. The boys and girls always suffer if instruction is poor. All county school systems should be organized to give supervision of instruction in the schools. Supervision from the office is too long range. If the county superintendent cannot carefully visit the schools, he should have efficient assistants for this purpose. Rural schools, with teachers of less training and poorer salaries, certainly need as much careful supervision of instruction as schools with teachers of more training. The rural folk, when this is understood, will demand as careful supervision for their boys and girls as for city boys and girls.

The course of study, schedule of classes, proper division of time, retardation and other such difficulties are cared for when the supervision problem is rightly settled.

Because of too many boards of education, some county superintendents are kept busy informing and educating these board members regarding the various school matters. The loss of time thus entailed which should be given to supervision of instruction can scarcely be realized by anyone who has not served as county superintendent.

The supervision problem has been helped greatly by consolidation of districts and transportation of pupils. One county superintendent reports that his problems peculiar to rural schools have been solved by consolidation. With fewer schools, better attention may be given to the details of supervision; schools may be organized with fewer grades in one room; and better teaching will result. Transportation settles some of the problems of extra-curricular activities because pupils must be ready to go home when the school bus leaves.

The problem of funds naturally grows out of this study in that adjustment must be made in their distribution in order to care for consolidation and transportation. Statements as to this problem are as follows:—

(1) Tax revision—8.
(2) State aid—1.
(3) Transportation—11.
(4) Insufficient funds—12.
(5) Distribution of funds—11.
(6) County unit for taxation—4.

The rural schools have never spent the amount of money needed to place them on an equal basis with the urban schools. This is largely due to the lack of understanding on the part of the voters and to lack of vision of those who have lived in rural sections. Citizenship in rural communities has always been more individualistic and consequently the individual pupil is left to do the best he can in his development. Moreover, the family has been the chief unit and so small communities come nearer to this accustomed group for the individual's reactions.

The revision of taxes so as to equalize distribution of funds is very much needed. All the children of your county, all the children of your state are to be citizens. Moreover, you may have any of these children as next door neighbors when they come to be citizens. Is it not fair to all concerned that boys and girls wherever found shall receive an education based on equal distribution of funds? Why rural schools with less money than urban schools? Why in a democracy shall one community have plenty of money to run the schools and another have difficulty to provide meagre equipment for education?

Ohio has tried some plans for distribution of taxes intended to help equalize the funds. It seems that the plan for state distribution on an equal basis has not met with approval. Perhaps the first movement toward equalization of distribution must be the county unit for taxa-

tion as suggested by four county superintendents. It would seem altogether reasonable from experiences in cities that county administration and distribution of funds would equalize and distribute to all parts of the county the funds available so that salaries of teachers, school equipment and transportation would be cared for in the same manner throughout the county.

The lack of group consciousness is one of the big problems of the county superintendent. Many difficulties found in rural schools may be traced to this.

(1) Lack of group consciousness—6
(2) Too many boards of education—11.
(3) Transportation—11.
(4) Too many districts—1.
(5) Indifference to education—5.
(6) Consolidation needed—20.
(7) Lack of equipment—11.
(8) Classes too small—1.
(9) Lack of co-operation—5.
(10) Poor buildings—6.
(11) Better distribution of funds—4.
(12) Poor board and room for teachers—2.
(13) Need of super-consolidation for high schools—4.

Until very recent years rural folk have lived and moved in small groups. The one-room school with its families has been the centre of life. Not very much time could be given to recreational activities of any nature. Success did not depend so much upon co-operation as upon individual effort. Physical prowess was of necessity the challenge in earlier days. One of the most difficult problems of rural folk has been co-operation or realization of the need of team work through group activity. In some rural communities yet, there is that "Come and get us if you can" attitude toward those who are willing to do everything possible for them.

This lack of group consciousness makes it difficult to make larger school districts. There is a seeming indifference to education and the complete equipment of schools. Teachers may find the best way of getting along. Are they not paid for teaching the school? Why should anything be done to assist them?

The automobile and radio have done much to develop group consciousness. Rural folk are coming in contact with larger groups. Necessity of co-operation is forcing a consciousness of its need. Our rural teachers with broader education than formerly will naturally instill a different attitude in the rural boys and girls. Another generation will show a marked change in group consciousness. Until that time the pioneers in county supervision must have that vision which understands the evolution of rural schools and be content to plant for others to water, and still others to gather when the harvest time comes.

But until that freedom comes as a result of knowing and understanding the truth there must be law to hold in check those who would do harm to education and authority must be used in many instances.

The sixth and last problem then is the Problem of Authority.

(1) The county superintendent lacks power—3
(2) Better distribution of funds—4.
(3) Too many boards of education—11.
(4) The county board of education lacks authority—5.

It is a well known fact that the county superintendent of schools in Ohio lacks the authority which is given to the city superintendent. His office is advisory in many instances rather than supervisory.

The county superintendent should be given the same authority and powers in the county schools as is given to the city superintendent. This would give him opportunity to equalize and disburse funds. He could demand a certain type of teachers for his county. The various superintendents and principals would be under his direction in the same relation as principals of city schools to their superintendent. Courses of study, attendance, instruction and all the details of supervision would be administered with authority then, and many petty discussions would be eliminated. With more responsibility there would be greater opportunity. The position of county superintendent would be on a par with the best supervisory positions, and he would have more time to devote to real supervision.

There never will be a time when all problems are solved. The present problems will give way to new ones. This is the way of progress. Law-making bodies should understand this. The Legislature must be brought to realize the needs of further law making for distribution of taxes and for increased authority in county supervision. Group consciousness will understand the need of consolidation. There has been much progress since 1914, and I am confident the people of Ohio will grant both funds and authority for the proper administration of her rural schools.

The noblest work of God is a Christian mother and the greatest shrine on earth is a mother's knee.

—Augustus O. Thomas.

The Portable Schoolhouse

By GEORGE F. MOODY
Salem, Massachusetts

THE first day of school was a cold, gloomy, foggy one. I had arrived at my boarding house the night before, and had obtained the key to my classroom, which I learned to my surprise was a detached addition to the present school building, otherwise known as a portable. Although I was a Normal School graduate, and of course knew all about teaching, yet there was a quaking and thumping of the heart which was not pleasant, and made one quite uncomfortable and unhappy.

We were told at Normal that the first requirement of a good teacher was an attractive room. I, therefore, had selected several inspiring pictures, such as Lincoln, Washington, and the Coliseum, secured a few wistful plants from my landlady as well as a few used tacks and a clawless, broken-handled hammer.

After an almost tasteless breakfast I started out for my first day of school. Upon reaching the school, I looked around, and finally on the northwest corner of the playground behind the school, discovered a long, one-story gray painted "lean-to," much like my father's chicken-house back on the farm. Windows lined one side from end to end, and from about two feet from the ground to the roof. Each end had three windows, but the back was like a desert, not a break from end to end.

Going back to the front, I discovered a door in the very centre leading into a hall with a furnace and coal bin. On each side was a classroom door. This portable was known as a "double." I opened the door. To the right was a closet. In front I beheld forty-eight desks, six rows, eight to a row. At the far end was a small teacher's desk, and beyond, two doors leading to a cloakroom.

I looked about for a place to lay my pictures and plants. My eye caught sight of a table by the wall. Was I seeing things? The legs all pointed in one direction at an angle resembling the legs on a mule when he balks while being led. Carefully I placed the hammer upon the table. You ought to have seen what happened. It began to tremble from head to foot, and finally with a gasp crashed to the floor. I placed the plants and pictures upon the teacher's desk. Choosing an appropriate place for Lincoln, I selected a tack and with the hammer gave the head a blow. Behold. The point turned and came back to the head. The walls were covered with metal. Not a bit of wood could I find except the two-inch frame around the windows.

However, I had my plants, and picking them up advanced towards the windows to place them upon the sills. What! Not a window sill. The glass was flush with the walls.

Children's voices were heard. Hurriedly I placed the pictures upon the blackboard trays and arranged the plants on my desk. With the aid of the janitor, the table was raised to its feet and leaned against the wall.

The day was cloudy as has been indicated; the room was chilly, and my coat was necessary. Soon the children were busy reciting. The clouds darkened. Pat! Pat! Pat! Drops began to fall. The roof was tin. Louder and louder I shouted, louder and louder the hammering on the roof. About the time I was too hoarse to speak, it stopped, and the sun came out. How cheerful it seemed. Soon our coats came off. Up went the themometer. How warm it felt. Up, up it went, till at dismissal it reached 102 degrees.

What a day! What a schoolhouse! What an environment for children! May the Lord be merciful to the inventor of the most abominable of steel traps ever devised to ensnare unsuspecting pupils and teachers, and to desecrate the name of school.

My Pedagogic Creed

By JOHN DEWEY

I believe that all school life should grow out of home life; that it should take up and continue the activities with which the child is already familiar in the home.

I believe that it should exhibit these activities to the child and reproduce them in such ways that the child will gradually learn the meaning of them, and be capable of his own part in relation to them.

I believe that this is a psychological necessity; and because this is the only way of securing continuity in the child grown, the only way of giving a background of past experience to the new ideas given in school.

I believe it is also a social necessity because the home is the form of social life in which the child has been nurtured and in connection with which he has had his moral training. It is the business of the school to deepen and extend his sense of values bound up in his home life.

The Survival of the Unfittest

By JACQUES W. REDWAY
Mount Vernon, New York

WHAT will determine the future of this nation? Education?—that will be the common answer. Most certainly education will be a powerful factor, but unless it shall be controlled by the experience of history, heredity will be still a stronger factor. Heredity and destiny are closely related, and destiny is governed very largely by the character and the balance of birth rates. The decline of Babylon, of Persia, and of Egypt came about because of the excessive birth rate of non-intellectuals. Brains were bred out and were replaced by inferior minds. The posterity of the founders in each nation disappeared and were followed by incompetents. In the day of its glory the Kingdom of David was a military power of tremendous strength. It held and guarded the then great trade routes of the world. But the seed of the strong men of David's time was replaced by that of inferiority, and the remnant of Israel that suffered exile was not many removes from barbarism. The decline of Greece and Rome, the great nations from which western civilization came, was due to conditions of birth rate.

"To our chagrin we have discovered that the 'melting pot' does not melt. Naturalized immigrants of the kind we have been getting become voters at twenty-one years or more, but intelligence tests show that a very large proportion have the mentality that goes with pre-adolescence.

* * * * * * * * *

"The criminal organizations of today are composed of young men and women most of whom are the descendants of aliens landed upon us from the slums of foreign countries. We are breeding them and educating them—educating them intellectually but not morally. Their traits and instincts will be transmitted to future generations. We are doing much for the unfit and not enough for the fit."

In Greece the culturals were represented by a Homeric class of statesmen, warriors, philosophers, and scholars. Almost unknown to history were the helots, most of whom were slaves —from their nature, non-resistants and non-intellectuals. But the birthrate of the Homeric Greeks was low; that of the helotic class was very high. The result was inevitable. The intellectual class gradually bred itself out; the modern Greeks are the descendants of helots.

Conditions in the Roman Empire, similar in character but rather more complex, finally brought about its decline. Because of the great wealth that had been poured into the capital and the commercial centres, about every activity devolved upon slaves, and these included a superior class of people taken into servitude as prizes of the various wars—Greeks, Germans, Swiss, Gauls, Asiatics, and Africans. The work of every sort was performed by them. A Roman youth of the nouveaux riches had no employment more onerous than that of going to the baths to which he was borne on a litter by slaves. There was nothing in his life to stimulate the faculties inherited from his ancestors. There were men of the calibre of Tiberius and Caius Gracchus, it is true; nevertheless they made but little impression on Roman politics, and none at all on Roman social life. In their time proscriptions, wars, and assassinations had well-nigh exterminated the old aristocracy. The history of Claudius and Caius Oppianicus reflects the condition of high life in Roman society. Add to this the intermarriage of old Roman stock with slaves, and there resulted a mongrel population. The effects of it are still apparent. There is Nordic blood a-plenty in Piedmont and the Trentino; there is African ancestry in Sicily and Calabria.

In time the low birth rate of the noble families led to their extinction. The six classes of society became reduced to two in number—an aristocracy whose chief virtue was that of wealth, and the proletarians. The social condition of the latter may be inferred from the fact that, unable to pay the burdensome taxes imposed upon citizens, their "proles" or offspring were taken for military and other public service in lieu of taxes. To put it more plainly, the proletarians were public "breeders," and this method of providing for the military service was followed because of the low birth rate of the well-to-do and middle classes. The former did not want the trouble and care that comes with large families; the latter could not afford them. As a result the high birth rate of proletarians and illiterates created an Italy wholly unlike that of its earlier history. Only in the history of the two or three centuries past

has there been a recovery, but the new Italy is very largely the ascendency of mixed blood, and not that of the old Roman stock.

In general, mongrel peoples are pretty apt to possess the racial characteristics of the lowest in mentality of the mixture. We stupidly say that education overcomes all this. Education may, and usually does raise the mentality to a higher plane, but it does not necessarily eliminate inherited tendencies and characteristics. The offspring of white and negro may acquire mentality of a high order, but the racial characteristics of the negro will dominate for many generations.

For more than a century, by common consent, the United States was the haven of the "oppressed of all races of mankind." We got them—good, indifferent and bad. During a period of three-quarters of a century the demand for cheap labor resulted in the sweep of the dragnet through Asia and all Europe. Along with some most excellent material it caught the undesirables from the slums of the world. It was the experiment of the redemptioners on a grand scale.

The proportion of the population of Nordic descent fortunately is still in the majority, but the birth rate of Nordics is now and for some time has been lower than that of Alpines and Mediterraneans. Not only has the proportion of Nordic stock lowered materially in the past half century, but the acquisitions—Greeks and Sicilians with African blood, Huns and Finns of distinct Mongolic descent, Polaks who are not Sclavs, and non-assimilable Semites—have consisted of immigrants whose racial instincts are foreign to American ideals. To our chagrin we have discovered that the "melting-pot" does not melt. Naturalized immigrants of the kind we have been getting become voters at twenty-one years or more, but intelligence tests show that a very large proportion have the mentality that goes with pre-adolescence.

The low birth rate of culturals compared with the high birth rate of non-intellectuals is not confined to the great nations of the past. A recent survey in a section of New York City in which the great majority of the residents are of Nordic descent, highly educated, and financially able to support families of average size, has demonstrated that the birth rate is only slightly in excess of the death rate. Indeed, the birth rate is so low that the community can sustain its numerical strength only by accessions from the outside. In another section of the city, in which practically the whole population is of southeastern European descent, illiterate, and of low intellectuality, the birth rate is more than three times that of the first-named section. Complete comparative statistics of the sort covering the United States are not available, but incomplete figures gathered from the larger cities indicate that the non-Nordic and non-intellectual population is increasing in a proportion far greater than that of the descendants of the stock whose brains and blood created the nation.

Figures gathered by President George Barton Cutten of Colgate University, and analyzed in his "Mind: Its Origin and Goal," present something more than an indication that we are engaged in the pleasant process of breeding out brains. According to Dr. Cutten, groups of ten Harvard graduates average seven sons; and of ten Vassar graduates, five daughters. If the birth rates of the present time shall continue to prevail, one thousand selected scientists will have only three hundred and fifty grandsons. In two hundred years one thousand Harvard graduates now living will have fifty descendants, while one thousand southern Europeans will have increased not far from one hundred fold. These conclusions are the results of Dr. Cutten's research.

No one with red blood would deny proper care to the diseased, the feeble-minded, and the physically incompetent. Even the shiftless deserve education and care to the extent that will make them self-sustaining. As a rule they are exceedingly prolific; and now, as in the past, they are landing upon us generation after generation of their kind. In the meantime, also, criminals and those possessing criminal instincts are breeding posterity of their kind. The criminal organizations of today are composed of young men and women most of whom are the descendants of aliens landed upon us from the slums of foreign countries. We are breeding them and educating them—educating them intellectually but not morally. Their traits and instincts will be transmitted to future generations. We are doing much for the unfit and not enough for the fit.

Let us see the part which heredity plays in our future destiny. In tracing the posterity of a certain criminal pair—the "Jukes family"—Sir Francis Galton found only a negligible number of reputable people among nearly one thousand descendants. About ninety per cent. were mental defectives, paupers, and criminals. On the other side, Dr. A. E. Winship has traced the history of several hundred descendants of that sturdy old Puritan, Jonathan Edwards—preacher, teacher, publicist, and scholar. The descendants include a surprising number of scholars and professional men and women of high rank. The blackest sheep among them was guilty of nothing worse than divorce court proceedings. Could there be a more conclusive argument for the repression of undesirables than the cases presented by Galton and Winship?

We are fatuously told that education is the cure for all social evils. In the abstract this is true; but a few years of academic education will not accomplish the results for which Dame Nature requires from ten to twenty generations to bring about. The melting-pot is still the pleasant delusion of the anthropophile, but it will not stand the acid test of experience. Education plus environment—and environment is the better half of righteousness—in the long run may overcome heredity. In the case of Abe Buzzard, the terror of Eastern Pennsylvania, it did. His education, such as it was, compelled prison records of forty-three of his seventy-five years. Education plus environment made him a thief. His heredity made him an itinerant evangelist between prison terms.

The moral may or may not be obvious. If we wish the best that is afforded by the civilization which the Great Teacher founded, we must breed it; we must cultivate it. He has told us that figs are not gathered from thistles. We stand sorely in need of stock of the Jonathan Edwards type; we have that of the Jukes type a-plenty. Our boasted education systems in theory have been a plea for the survival of the fittest; in practice they reach dangerously near to the survival of the unfittest. We cannot afford to underestimate the great services of the schoolmaster and the minister; nevertheless, in the future, each will become tremendously more useful by an alliance with the biologist.

Verdict of 6,800 Children

DR. AUGUSTUS O. THOMAS was chairman of a committee of twelve to conduct a contest in Europe and America to decide who are the World's greatest heroes. Clement M. Biddle of New York provided twelve prizes of one hundred dollars each for the best essays on the World Heroes selected by the 6,800 children of Europe and America.

The World Heroes as voted were as follows, given in the order of the votes received: Louis Pasteur, Abraham Lincoln, Christopher Columbus, George Washington, Benjamin Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, Johann Gutenberg, David Livingstone, George Stephenson.

Essays came from nearly all the countries of Europe, England, France, Germany, Austria, Latvia, Esthonia, Spain, Italy, Rumania, Bulgaria, Czechoslovakia, Switzerland and Greece, as well as from the United States, Canada, Mexico, Porto Rico, Jamaica, the Virgin Islands, Hawaii, the Philippines, Turkey, India, Persia, Morocco and Tasmania. But the judges are all of the United States. The winners are:—

William Schuyler Pettit of High School, Burlington, N.J., essay on Louis Pasteur.

Alice J. Watson, High School, Burlington, N.J., essay on Abraham Lincoln.

Alma Katherine Fredericksen of the Jefferson High School, Portland, Ore., essay on Christopher Columbus.

Victor Middleton of High School of Grand Rapids, Mich., essay on George Washington.

John E. Lake, Jr., of the High School at Oskaloosa, Iowa, essay on Benjamin Franklin.

Alfred Dennis Jacob of the George School, Bucks County, Pa., essay on Woodrow Wilson.

Prudence Maria Ryan of the High School at Aguadilla, Porto Rico, essay on Florence Nightingale.

Florence Mildred Connell of the Academy of the Holy Family, Baltic, Conn., essay on Joan of Arc.

Jacques Reynold of the Ecole Des Roches of Verneuil-Sur-Avre, France, essay on Socrates.

Paul Edouard Pulh of the Ecole de la Rue Hugo-De Senger of Plainpalais, Geneva, essay on Johann Gutenberg.

Kathleen Montgomery of the Pretoria High School for Girls of Pretoria, South Africa, essay on David Livingstone.

Garabed H. Assarulkian of the American School for Boys of Samokova, Bulgaria, essay on George Stephenson.

The present daily and even hourly intercourse between nations resulting from modern transportation and communication has brought to the attention of even the most socially indifferent individual the interdependence of all peoples. There is, for instance, a dawning consciousness that the slogan launched in this country by Dr. S. Josephine Baker during the early days of the infant welfare movement, to the effect that "Your child is only as safe as your neighbor's child" may well be developed now to read: "Your child is only as safe as the children of other nations."

—Sally Lucas Jean.

Nebraska's Best

By A. E. WINSHIP

MISS BELLE M. RYAN, assistant superintendent, Omaha, has been adjudged as Nebraska's most representative woman by the American Women's Association of New York City.

The Brooklyn Eagle, in recognition of this distinction, published the following interview with Miss Ryan:—

"I have never known any sort of work but school. From my childhood it was my main business. I went to school during the week and to Sunday school on Sunday. As soon as I was graduated from high school I started to teach, trying every grade from the first to the eighth. I worked from the step of an eighth grade teacher into the position of secretary to the superintendent, assistant to the superintendent, and am now assistant superintendent of schools.

"Many opportunities have been offered me to go into some other line of work. While I have felt that the money side should be considered, I have never been able to leave the teaching profession, where I was happy, in which I could do a fair piece of work, to go into something in which I might make more money, but which would always be just work and nothing else to me.

"This may seem to some to indicate a lack of ambition. I am conservative in regard to aspirations. I have not permitted myself to be overambitious, for I early realized that to cultivate and encourage a vaulting ambition would irritate me and make me unfit for the task at hand. This, in my judgment, is one of the most frequent causes of irritation among all classes of people."

Upon the subject of women working with men in business, Miss Ryan says:—

"I think the way of women in years to come will be a little harder than it has been for those of the present regime. Men in the past have really not taken women seriously in the field of business. They have seen a few of us trotting around, but they have looked upon us rather as the unusual, have treated us courteously and have been very kind about any successes we may have attained. But now that women are on a more equal basis politically with men, I fear they are beginning to look upon women in the business field simply as competitors and to deal with her accordingly.

"Women cannot hope to be banded together as women against men, but must simply be one of the many groups in business and trained for success in all lines. What the outcome will be no one can tell. It may be that it will be simply a case of more opinions being brought to bear upon every question, and that the intermingling of the trained business sense of the man with the newer ideas which women are bringing into the field will make a better place for all of us.

"The stress and strain of business will gather toll from women in the next few years unless women can reorganize their sensitive natures on a more philosophic basis. The job of running a home is quite different from the running of a business. Unless women are very persistent in keeping themselves physically fit they will not be able to cope with the many trying problems of the outside world, which they never face in the home.

"I preach living in fresh air, having all sorts of hobbies, playing tennis, croquet and golf. I swim half a mile almost every evening of the week and ride twenty miles on horseback Saturday and Sunday. I walk whenever I can to my work. My hobby of studying birds has in itself carried me far into the out-of-doors when I might otherwise have been moping inside somewhere.

"Another thing women need to learn to succeed is to cultivate tolerance and judicial mindedness. I do plead that women should develop to the highest degree the art of minding their own business. Let us shake off the barnacles of envy, odious comparison, idle gossip, destructive criticism.

"Education has changed from the viewpoint of education of the individual for his personal advancement to education of the individual for the betterment of society. The old idea of culture is radically changed. There is just as much culture today in the work offered in a household arts department as there is in the work offered in a class of advanced Greek. Education today is not something for a chosen few, but it is something for the improvement of masses.

"There is such a lack of knowledge among people as to what the schools are doing and a greater lack of foresight by big business as to what the American public school system means to the future of America. School appropriations are contested because there is a dearth of appreciation on the part of the community of the real needs of the school. Our ideas are far ahead of adequate sums to carry them out."

But Miss Ryan did not dwell long upon the drawbacks in the profession. She much pre-

ferred to speak of the advantages of her life in school work.

"There are many compensations in educational work," she said. "There is the possibility of personal growth combined with the work; the association with the best types of mind and the most charming personalities, for they can really be found among school people. There is the opportunity to combine one's civic, missionary and social service ideals with one's every-day job, and there is the chance to see young people develop and to contribute to their growth. In connection with this, if one is far sighted, one can realize the effect of the work of today upon the great events of tomorrow, when the young people now going to school shall take over the running of the affairs of the world. The imprint of the school is, for good or bad, a potent influence."

The Science of Business

[The Gateway to Finance: The Fundamentals of Money and Banking. By John F. L. Morris, LL.B. Cloth. Illustrated. Philadelphia: F. S. Cook and Son.]

THE science of business is being created today and the beginning is so recent that the schools have established no standards of approach to the subject. No one has called attention to the Americanization of the science of business so concisely and explicitly as did President Coolidge in his appreciation of the almost miraculous service to business of the Federal Reserve System:—

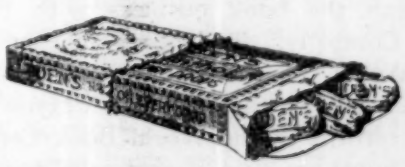
"While the credit and currency systems of many countries have remained since the war in a state of chaos and instability which is deadly to economic development, our own country has already made the necessary readjustments and has reached a degree of strength and stability that insures healthful business expansion."

The first adequate brief statement of "The Gateway to Finance" is a text of 110 pages by John F. L. Morris of Philadelphia, who says skilfully that this is a business era, and business is rapidly becoming a science. "The nations which lead in the arts, sciences and commerce are the controlling nations of the world. The best thought of the nation is being constantly directed to the development and economic phases of the great industrial and commercial activities, which both directly and indirectly affect the conditions of our national and international life. The United States is today the second commercial nation of the world. Our foreign trade is now the greatest in the world, except that of Great Britain. While the total import and export trade of the latter exceeds that of the United States, our export trade alone is greater than that of Great Britain or any other country without exception. The proportion of foreign trade in our budget of national business is steadily gaining and now approximates an indispensable margin of nearly one-seventh of the business activity of the nation. The pre-eminent position of the United States after the stress and strain of the World War is in a great measure due to our sound monetary system and conservative banking methods. Throughout all ages money as a commodity of exchange has exerted a stabilizing influence. No study can possibly be more important than one which enters into the everyday business life of a community. Since money and banking are the essential and dependent factors in our economic life, it is of vital importance that everyone should have some knowledge of the history and fundamental principles relating to these subjects."

THE GREAT AMERICAN HABIT

To Ease Nose and Throat TAKE A LUDEN'S Millions Do

MORE than 5000 women wrote in during the past year, telling how Luden's Menthol Cough Drops had helped them and their families. The exclusive Luden Menthol blend gives quick relief to sufferers from hoarseness, coughs, colds, "flu" and other irritations of the air passages. Especially beneficial to children. More pleasant to take than cough medicine. Look for the yellow package—5c everywhere.



What Is Genius

MEN give me credit for some genius. All the genius I have lies in this: When I have a subject in hand, I study it profoundly. Day and night it is before me. I explore it in all its bearings. My mind becomes pervaded with it. Then the effort which I have made is what people are pleased to call the fruit of genius. It is the fruit of labor and thought.

—Alexander Hamilton.

Personal and Professional

GEORGE DANIEL OLDS, president of Amherst College, who accepted the presidency in 1924 as successor of President Meiklejohn, has asked the official board to proceed to elect a president that he may be relieved of the responsibility, as he is seventy-three years old. He accepted the presidency reluctantly because of a critical situation, and he thinks there is now no reason why a president may not be chosen. Dr. Olds is the ninth president of Amherst.

—

F. EDWARD KAULA, of the World Book Company, Yonkers-on-Hudson, New York, has opened for the company a sales promotion office at 110 Peachtree street, Atlanta. This will make it possible for them to better serve North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee and Mississippi. Mr. Kaula has associated with him in the Southern territory, D. C. Peralter, G. A. Moore, and T. R. Day. It is twenty years since Mr. Kaula began the book business with the D. Appleton Company. Ten years ago he went with the World Book Company, but for a time Mr. Kaula was with the American Crayon Company, but returns to the World Book Company when the Southern field is especially tempting, especially to him because he has been identified with the promotion of educational progress there in several ways.

—

MRS. CLIFFORD WALKER, Atlanta, a leader nationally in the promotion of the education of the pre-school child, has been largely influential through her skilful devotion in having the Rockefeller group provide twelve thousand dollars for a three-year program in making Georgia a laboratory of various phases of health and other welfare functioning in advancing education in babyhood and childhood. One of the great appeals Atlanta has as an attraction for the Department of Superintendence by and by will be its educational leadership.

—

J. O. ENGLEMAN, superintendent of Terre Haute, upon his election as president of the Rotary Club of the city, was greeted by this editorial in the leading daily paper in the city:—

"The educator, since he began his residence here, has contributed to a high sense of citizenship. He singularly has gained the confidence of thinking citizens, and he has manifested a civic leadership which has been interesting and beneficial. Dr. Engleman has brushed away a good deal that is provincial. He has elevated the school and educational processes in sharp contrast to where they formerly were and it is safe to assume that he has the earnest support of the teacher body, if this were not the case at the outset. His addresses on occasions of general interest have given a new outlook on public relations. He has the faculty for taking a set of untoward conditions, and bringing out of them harmony and co-operation."

—

CARROLL R. REED, superintendent, Bridgeport, Connecticut, is demonstrating noble leadership professionally and civically. The Board of Education has heartily endorsed a five-year building plan: 1927-28 a Junior High School for 1,200 students, $900,000. 1929-30 Junior High Schools for 2,000 students, $1,000,000. 1931-32, more Junior High Schools, $1,500,000. Mr. Reed says: "Unless a building program is adopted and financed for a period of years by the city of Bridgeport the housing situation in the schools will in five years be much worse than it is now. At present we have 2,500 children in rooms which are unfit for use, and 1,200 in part-time classes; 3,700 children who are not receiving a square deal as far as school opportunities go. It would be unwise to undertake a part of the program. The development of adequate school accommodations depends on financing and carrying through the whole program."

The American Education Week magnified Armistice Day in an appeal to parents to visit schools. To make the acquaintance of the teachers of your children. To learn the purpose of the studies which your children are taking. To understand and appreciate the efforts which teachers are making to get results. To find out how well children are doing the work which is prescribed. To learn what a parent can do to help. To find out whether children have been doing their home work profitably. To explain to the teachers your ambitions for your children in order that the schools may meet their individual needs. To inspect the building conditions which effect the comfort, health and safety of your children. To investigate the moral atmosphere of the school where so much of your children's time is spent. To rededicate yourself to the task of careful home training which shall co-operate with the schools for the future success and happiness of your children.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Why Be Thankful?

THE farmer's son lived right under the shadow of the castle wall. As he worked in the field he could see the little Prince, clad all in pale blue, standing against the sky. It seemed to the farmer's son that the little Prince had everything and that he, himself, had nothing at all, so he grew very sad, and pulled his hoe back and forth ever slower and slower until finally, at the end of the row, he sat down on a rock and buried his face in his hands. "Today is Thanksgiving," he said, "and what have I to be thankful for? All I do is slave all day long for the young prince. I wish I never were born." Now it happened that the boy's wish was a terrible wish, and compelled a fairy who lived in the hall of Eternal Justice to rise and find out what ailed him. So, no sooner had he made the wish than the dust moved between his feet, and the head, shoulders, arms, body, legs and feet of a fairy came up just like a buttercup growing out of the ground. In fact, the farmer's son thought it was a buttercup until he looked more closely at it. "Why did you wish you never were born?" asked the fairy in a voice that sounded like the drone of a honey bee. "Because," said the farmer's son, "I have nothing to be thankful for." "O ho!" laughed the fairy, "is that so? Well, well. Let us see." Then he stamped with his left foot and a bag of glittering gold rose out of the earth, and he stamped with his right foot and a tool chest stood open beside him. "Now," said the fairy, "let us get down to business. See this gold? It is mine. There is enough in that sack to buy a kingdom. I need a right eye for a little boy who lost his in a snow fight. Yours is just the right color I am sure. Will you take five thousand gold pieces for it?" "For my right eye?" cried the boy. "No, no; I need my right eye to see with." "Very well," said the fairy as he made an entry in a notebook. "I need a left hand for a little boy who lost his hopping on an automobile. Yours will do very well. I offer you ten thousand gold pieces for it." "For my left hand?" cried the boy. "No, no, I shall need my left hand to help my right hand work. I cannot sell it at any price." The fairy made another entry in his book. "Very well," said he, "I am sure you will sell your front teeth. I need five for a boy who lost his playing football. I offer you a thousand gold pieces for each of the five you have in your head." "For my front teeth?" cried the boy. "No, no, I couldn't afford to sell my teeth. I shall need them to bite with." Again the fairy made an entry. "One last offer," he said. "Fifty thousand gold pieces for your good sound heart. I need one for a little boy who has had rheumatic fever. Of course, I shall give you his instead." "For my heart?" cried the boy. "No, no. I couldn't swap hearts with a sick boy. I shall need my own good heart all the days of my life." "You are hard to do business with," said the fairy. "I have offered you sixty-nine thousand gold pieces and you have spurned them all. It seems to me, young man, you have much to be thankful for."

With that the fairy closed up his tool chest, tied up his sack of gold and sank into the dust again. "I guess I'm not so badly off, after all," said the farmer's son as he seized his hoe and started to work. Just then his mother called him to come home and eat his turkey dinner, and she never knew just why he gave her a big, manly hug before sitting down to the table.

Right Where You Are Now

THERE was once a man who kept saying to himself: "I shall go to Alaska and discover a gold mine." He was so certain that a gold mine awaited him in Alaska that he did very careless work at home and lost his job and also his chance to go to Alaska.

There was once a woman who kept saying to herself: "I shall, some day, have a wonderful castle built on a high hill with servants to wait upon me and carriages to roll me around," and she dreamed so much of her castle on the hill that she neglected her work, and her own home became a place fit only for a pig to live in.

There was once a boy who kept saying to himself: "'Some day I shall be a famous banker with so much money in my bank that I can lend some to the national government," but he spent so much time in dreaming about what he would do with the money in his bank that he neglected the very studies that would have helped him realize his dream.

There was once a girl who constantly said

Copyright, 1926, by Joseph B. Egan.
All Rights Reserved.

to herself: "Some day I shall marry the best man in the world and he will take me on a wonderful trip to distant lands," but she spent so much time dreaming about it that she neglected to develop her character and so destroyed every chance of interesting the kind of man she had in mind.

Now each of these four persons might have made his dream come true if he had but known and followed a very simple piece of advice:--

Whatever the dream lay its foundations right where you are now.

Whatever the ambition give it a start right where you are now.

Whatever the high castle you plan build a piece of it right where you are now.

Whatever the ideal that you cherish live up to it right where you are now.

Whatever the love you desire, show a little of it to the world right where you are now.

Whatever the bank that you wish to fill, drop in a penny right where you are now.

Whatever the mine you plan to dig take the first shovelful right where you are now.

Whatever you plan for your future make a little of it a reality right where you are now.

Just remember that what you do right where you are now is the foundation of what you will find built for you right where you are going to be.

The Patterns of the King

IN THE garden before a palace sat two skilled weavers weaving rugs for the feet of the king. In order that the rugs might be of the very finest quality the whole world had been set before the weavers and it was within their power to choose from it the finest colors and the softest wools and the loveliest designs that the mind of man could discover.

One weaver sat in the sun looking out through the western gate and the other sat in the sun looking out the eastern gate, and over both, from his high tower, the eyes of the king watched their busy fingers as they wove.

Now above the head of each weaver, attached to his weaving frame, where, by raising his eyes, he could see it, was the pattern of the rug he was weaving, and under the pattern the name of the designer was none other than that of the great king himself. It happened, however, that the weaver at the western gate looked always at the earth as he wove. He saw things that interested him in the dust about his feet and his busy, skilful fingers wove these things into his rug. He saw men digging in deep mines, and the gold they brought to the surface dazzled him and he wove it into his rug as a deep border within which figures of men slew each other with long spears or burned each others' villages or sunk each other's ships upon the high seas, and in some queer fashion beside every thread of the bright gold ran also a thread of the deepest crimson, and the king looking down from his high window frowned, for he well knew that the rug of crimson and gold would be hard on the bare feet of him who came to stand on it.

"Fool that he is," said the king, "the pattern is above his head, but his eyes are there in the dust seeing the things of the dust, and the glory of his rug will be only the glory of the dust, and like dust will vanish when the wind blows."

The weaver at the eastern gate was of a different sort. He kept his eyes on the patterns of the king and his skilful fingers busied themselves all day long in the king's business. He found snowy fleece in the clouds that went by overhead like herded sheep, and color in the pots of little flowers, and designs in the wings of butterflies and sweetness and strength and beauty in the lives of his fellow men, and here and there he wove in a kindly word and a gleaming smile, and all through went the symbols of strong, helping hands.

Silver Petals of the Stars

I HAVE a friend who is a doubter. He has doubts about the kindness of God because he sees suffering about him in the world. He has doubts about the justice of God because he sees robbers plying their trade in high and low places. He has doubts about the goodness of God because he sees wickedness crawling like evil things across the souls of men. He has doubts about a future life because he sees death and decay on every hand. Poor man, he has doubts about his own value in the scheme of things, for he has an idea that we all rose out of the dust and are destined to sink back into it again.

As I look about in the world I wonder how anyone can get into such a state of mind. In the steadfast stars that look down upon us there is no doubt but rather a silent glowing faith; in the purple asters beside the road there is no doubt but rather a will to fulfill a destiny that speaks of untroubled trust; about the apple trees, afire these fall days with the living embers of a great love, there is no doubt but rather a fragrant confidence that holds each glowing ball up to the winter's bitterness in the full knowledge that all is well.

In the people whom I meet there is a gentleness that draws its sweetness from a limitless source that walks in the lowest places and lifts up broken lives and builds hospitals and stands

like a guardian angel over those who suffer and despair.

There is a justice that lifts up the domes of capitols and writes out the laws and casts the wayward into spiritual prisons stronger far than those barred with windows of steel.

There is a purity of life that shines forth in candid eyes, speaks through eager lips, and gives to every honest heart the joy of comradeship in the high enterprises of the soul.

In all these beautiful things there is no doubt. God plans a mighty purpose in our being here. We must rest assured of that. Just what that purpose is and the importance of our part each one of us must leave to the wisdom of the Father, remembering only that no matter how deeply the darkness of the night enfolds us or how black the waters at our feet, from unseen surfaces unfold the silver petals of the stars.

Exercises for the Will

WE HAVE one priceless possession, shared by all our brothers in the world, and by only one other, and that one, God Himself. I refer to our free will. When God wished to set off from Himself in the far past, a creation that would give Him conscious honor, which could learn, of its own efforts, to love Him, and which could reunite itself with Him, He accomplished His high purpose by creating a new will and making it independent of his own by endowing it with His own freedom. God and man, both free, both limitless, both drawn together in the vastness of space by a great common love. And if God so loved man as to give him the priceless blessing of a free will, it is within the power of man to so love God as to bring that free will back to its source with all the beautiful radiance of the spirit clothing it.

Since the will of man is free and stands alone in the universe facing God it is well for us to understand its majesty and do all in our power to help it grow in the splendor beloved of God. We must exercise our will just as we exercise an arm, making it the strong instrument of the soul in its search for spiritual things.

Below I have listed twelve exercises for the will. Select one, more if you can, and practice it faithfully for a week. Out of it, I promise you, will grow a reward beyond anything of which you dream.

Twelve exercises for strengthening the will:—

1. Smile when you would rather frown.
2. Say a gentle word when you would rather speak unkindly.
3. Do a kind deed, be it ever so simple, when you would rather take your ease.
4. Think a good thought when you would rather do no thinking at all.
5. See something beautiful in every ugly thing.
6. Find something interesting in every disagreeable task.
7. Speak only the good word about those who cross your path.
8. Deny yourself some little thing each day.
9. Deny not some love even to that brother who has offended you.
10. Be patient in those moments when the soul is sore beset.
11. Be joyful even in the face of sorrow and misfortune.
12. Give thanks to God even for those things which try your soul.

What Menace of Yesterday Is Now Romance?

The Indians Today

FLORA WARREN SEYMOUR
Member of the Board of Indian Commissioners.

The author stirs the interest of our boys and girls in the Indians of the 20th century. The facts of today are no less wonderful than the legends of yesterday. "The People of the Long House" seem as marvelous to us as to their English visitors of Colonial days. The story of the Osage Nation, "The Richest People in the World," with its conflict of character and circumstance, is almost beyond belief.

Mrs. Seymour enlightens us with most pertinent information, draws on her fund of personal observations, and brings authentic material up to date. Mr. Seymour garnishes all this with photos taken by himself. With its handsome black binding and appropriately pictured cover, The Indians Today will make an admirable gift book, no less than a useful text for school and library.

Pp. IV + 235. Two maps of Indian reservations. 56 illustrations.

BENJ. H. SANBORN & CO.
Chicago New York Boston

M. I. Ayer, F. P. E. has had 25 years' experience in selling and repairing various makes of fountain pens and is also expert in advising as to style of holder and point of pen most useful to particular penmanship methods. She has been for the last six years perfecting

THE AYER PEN
BOSTON

She is able to select the proper penpoint after seeing the hand writing. Buy an Ayer Pen. The gift will be a joy and not an embarrassment.

Sold only at the factory,
36 BROMFIELD ST., room 401.

People say: "She knows more about fountain pens than any one in Boston."

EDUCATION IN ACTION

Students and Hot Dogs Sever Lunch Relations

When Dr. William J. O'Shea, superintendent of New York City schools, ordered school principals to eliminate the frankfurter, rich pastries and pies from high school lunch counters, an uproar in defence of the prohibited food was expected. Instead, students, when questioned, said they were heart and soul with the superintendent. "Except, of course," they added, "whatever they substitute will cost more than the five-cent hot dog and roll." "Many a stomachache I've had from a half-cooked hot dog and a half-baked roll. And the pies—gee—the crust of some of them would have killed an elephant," one girl student said reminiscently. The Board of Superintendents are to decide definite policies for control of school food supplies in the New York schools.

Radio May Lure Help in India

Is broadcasting to be the salvation of India? Will its millions of illiterates succumb to the lure of wireless and thereby hunger for education? These are the questions raised by an announcement from London to the effect that two super-power radio stations are to operate daily, one at Calcutta and the other in Bombay. K. L. Allerdyce Arnott, managing director of a British radio company, believes that if sufficient receiving sets are installed in India, a sociological revolution virtually will follow. Officials of the Indian broadcasting company feel they can do much in the immediate future to spread the lesson of health and sanitation among the people of India, where ninety per cent. of the 345,000,000 population is illiterate.

Americans Ask Athens College

A petition to the Board of Regents of New York State for a charter incorporating the American College in Athens, which is to be organized like Robert College, Constantinople, has just been signed by six prominent citizens of New York and New Jersey who will form the first board of trustees. The college, for which an endowment of $2,000,000 is expected to be raised, was founded a year ago in a rented building. This school will carry the American college idea into Greece, where heretofore education has been largely on the German plan. The project had already been welcomed by President Condoriotis of the Greek Republic, and had received initial contributions and promises of support from influential Greek citizens. The request for such a college, to follow American models, be staffed by Americans, and be partially supported by American funds, was made in the first place by Greek citizens.

Would Have Mirror In Each Schoolroom

"Every schoolroom should have its mirror. It should be large enough to reflect the whole figure and hung low enough so that each child may see himself, and learn to improve his or her personal appearance," according to Miss Mabel C. Bragg, assistant superintendent of schools in Newton, Mass. "With the mirror," she said, "goes morning inspection of hair and nails, of face and hands, and the appearance generally. By its presence, standards can be established and pride in the personal appearance maintained."

Weighing, Measuring Benefit Seattle Pupils

Improved health of Seattle, Wash., boys and girls as a result of the weighing, measuring and follow-up program conducted by the teachers, principals, and school nurses last year, was indicated by A. C. Pelton, director of physical education and hygiene. Effectiveness of the follow-up work in the cases of those who were seriously underweight was shown, Mr. Pelton stated, by the notable decline during the year in the relative ratio of the number of such pupils to the whole group. In September, for example, 24 per cent. or practically one-fourth of the total number of boys and girls were at least 10 per cent. underweight, while by April the proportion had been lowered to one-fifth, or 20 per cent. In September over 18 per cent. of the boys and more than 30 per cent. of the girls were 10 per cent. or more underweight, while in April the figures were 14.3 per cent. for the boys and 27.1 per cent. for the girls.

Cleveland Would Train City Managers

The City of Cleveland, a conspicuous example in the country of the possibilities of the city manager plan of municipal administration, is launching a scheme designed to furnish not only Cleveland but other cities with trained workers and executives for various civic departments. The School of Public Administration is being organized in connection with Western Reserve University and the Case School of Applied Science. The same standards of matriculation will be required as are exacted in universities generally. Students will specialize in one or more branches of municipal government, but will receive broad, general instruction in all. Part-time positions in the city government of Cleveland will be found for many of them, the idea being to co-ordinate the theoretical and the practical, at the same time furnishing revenue that will aid students of limited resources to pursue the courses.

National Parks Help Education

Development of the national parks as educational-recreation centres under adequate appropriations by Congress, is contemplated in the program being worked out by the headquarters division of the National Park Service. Such proposals as the establishment of nature guide services in Yosemite and other parks, and field schools of natural history where students may receive university credits, are opening up a large field of educational service which will be urged by the National Park Service. Dr. Tigert, commissioner of education, has expressed interest in the work.

Peking Universities Closed by High Costs

Cable advices from China state that there are forty-two universities in Peking, of which nine are government-supported. The private schools are all closed because of hard times, as students are unable to meet the high cost of education. The nine government universities are not only closed, but their presidents have resigned in a body. Neither the presidents nor the members of the faculty have been paid since April, 1925, and, moreover, the lights and water services have been cut off because the government has not paid the bills. The government has given permission for the students to occupy the dormitories without cost, but is making life miserable for the young intellectuals by raiding dormitories and hauling off several scores of students every week. Those young men accused of being "Red" are not kept long in suspense about their fate.

Favors Platoon School System

Commenting on the congested school problem in the United States, John J. Tigert, United States commissioner of education, advocated a general adoption of the "work-study-play" or platoon system of school administration. "At the present time hundreds of thousands of children are on part time because there are not enough buildings to accommodate them," Tigert pointed out, referring to the problem as one of the most pressing now facing the American public. Under the platoon system recommended by Tigert, pupils would be divided into groups, using the various facilities in rotation so that all facilities would be in almost constant use and the pupils at the same time receiving full-time instruction.

500 Students Meet To Plan Debates

Five hundred delegates from more than 150 high schools in New Jersey, New York and Pennsylvania are expected to attend the twelfth annual conference of the Rutgers Interscholastic Debating League, December 4. Rules will be formulated and subjects adopted for the league's winter program. The league was organized in 1914 by the Philoclean Literary Society of Rutgers University. It is estimated that in the twelve years of its existence more than 200 different high schools have held membership in the league, and that about 1,100 interschool debates have been held, in addition to more than 1,000 interclass debating contests. Ten thousand students have taken part in the debates, which have been attended by more than 500,000 persons. Each year a conference has been held at Rutgers with the Philoclean Society acting as host to the delegates.

Holds College Teaching Not Fair to Patron

According to William Mather Lewis, president of George Washington University, the colleges are not giving as good teaching as their patrons have the right to expect. He said to "teach students to think and to think straight" is the primary function of education. The system of assigning the least experienced teachers to the youngest pupils was condemned by him.

Safe-Blowers Taught Use of High Explosives

One of the most popular branches of instruction in the state prison road camps in California is the post-graduate course in explosives. Bunglers at the business of blowing doors off strong boxes come to the prison camps, after paying part of the price of their clumsiness at San Quentin or Folsom penitentiary. Before they have finished their higher education in high explosives they are blowing cliffs into rivers or pushing the corners off mountains. After they have become masters of the mysteries of high explosives and have served the last day of their sentences, post-graduate safe-blowers go back to the world with an honest and remunerative trade.

Murray Urges True Education

Gilbert Murray, Regius Professor of Greek at Oxford University and world scholar, addressing the New England Association of School Superintendents, made a plea for educational opportunity for all youth along the line of individual interests, an education that has a long view ahead and which does not stop at the immediate attainment of an end. He believes that educational opportunity should not be withheld from any child, and that to be most effective the thing he wants to do should be handled as a part of the whole world question, giving an outlook and vision that will make the individual a more effective worker from every angle.

Oxford Eases Way For Our Research Students

The necessity of wearing freshman gowns and taking freshman examinations will be spared learned Ph.D.'s from American universities journeying to Oxford in the future to do research work. From now on the recommendations made by the university extension lectures committee will be reviewed by a special committee which will have power to recommend certain selected students for admission to the university without entrance examination. The students so admitted will not be candidates for university degrees, but will continue work somewhat after the manner of extension work in American universities.

Girls Become R. O. T. C. Officers

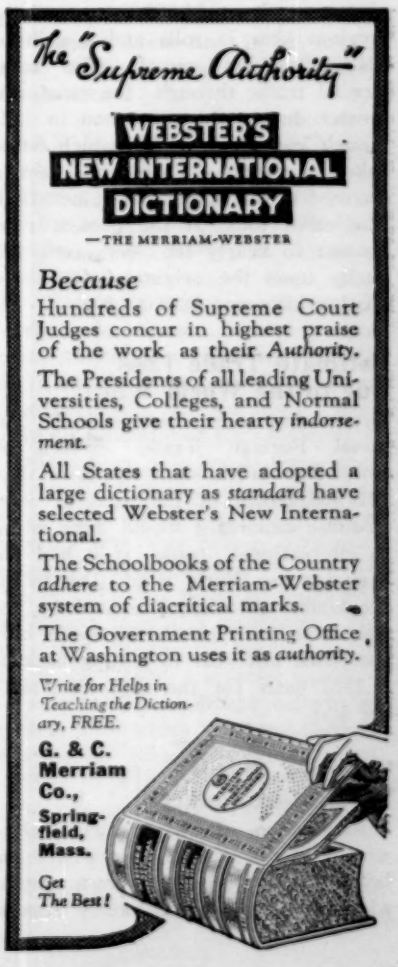
Four girls have been elected officers in the R. O. T. C. of the New Bedford, Mass., high school and their commissions have been authorized by the War Department. The girls are Lieutenant Millicent Marley, Lieutenant Hazel Ricketson, Lieutenant Mildred Sullivan and Captain Dorothy Cole. They will wear uniforms, but they will not drill. Their duties are to keep the members of the corps well dressed and to accompany the inspecting officers on the parade ground. The girl officers, according to Colonel H. P. Wilbur, in charge of R. O. T. C. activities at the school, are new to New England, although girl officers have been members of staffs in schools throughout the West for a number of years.

Student Drill Compulsory in Russia

The Commissariat of War in Russia has ordered military training for all university students, both men and women. All students are required to take 180 hours' instruction in military science during their regular four-year course, and two months' field practice during the summer. When their university course is finished the men must serve nine months in the army, or, if they prefer, one year in the navy. While the women students are required to take the course equally with the men, they are exempt from the two months field practice and active service in the regular army. Tens of thousands of students will become potential soldiers.

College Fees Paid in Molasses

Mountaineers who send their children to Mountain Home College of Evening Shade, Ark., often pay a portion of their tuition in buckets of sorghum molasses, slabs of home-cured, hickory-smoked bacon or ham, or in butter and eggs.


The "Supreme Authority"
WEBSTER'S
NEW INTERNATIONAL
DICTIONARY
—THE MERRIAM-WEBSTER
Because
Hundreds of Supreme Court Judges concur in highest praise of the work as their Authority.
The Presidents of all leading Universities, Colleges, and Normal Schools give their hearty indorsement.
All States that have adopted a large dictionary as standard have selected Webster's New International.
The Schoolbooks of the Country adhere to the Merriam-Webster system of diacritical marks.
The Government Printing Office at Washington uses it as authority.
Write for Helps in Teaching the Dictionary, FREE.
G. & C. Merriam Co., Springfield, Mass.
Get The Best!

TREND OF THE TIMES

Air Chief Would Abolish Aviation

Professor Philip Baker of London University recently ascribed a surprising view of aviation to Sir Hugh Trenchard, British Air Marshal. Professor Baker, addressing a peace conference at York, England, said it was not generally known that Sir Hugh Trenchard had declared that if he had his own way he would abolish aviation, both military and civil, altogether, because he believed that the evil wrought by it was incomparably greater than any good it could bring. Sir Hugh Trenchard has been Chief of the British Air Staff since 1918. He has served in many wars, has been decorated for valor and mentioned in despatches innumerable times, and is holder of the American distinguished service medal.

Panama Canal Tolls Increase Over Last Year

During the last fiscal year tolls amounting to $22,931,055 were collected from 5,197 vessels passing through the Panama Canal. These figures, the annual report of Governor Walker said, represented an increase of more than $1,500,000 over the previous year in tolls and a gain of 524 toll-paying vessels. The commercial traffic through the canal was greater during the year than in 1925 though less than in 1924, which established a record. There has been a decline in oil shipments since 1924. The canal tolls, at the present rate, amount to nearly ten per cent. annually upon the original cost of the canal, which was $240,000,000.

Estimate Trade Loss Due to the World War

According to an estimate by the National Foreign Trade Council the world has fallen short by more than $210,000,000,000 of the total of merchandise exports it would have added to international trade if it had not been for the World War. Due to the "economic dislocation" caused by the war, said the Council, the world only succeeded last year in getting back to a 1913 basis for the first time since the war.

Tourists' Money To Restore Palace

Restoration of the historic Palace of the Popes in Avignon, France, is being made possible from funds gleaned from tourists, mostly Americans. Built in the fourteenth century, the famous structure, which has been the residence of several pontiffs, fell into decay during the nineteenth century, when it was used as a military barracks. Poverty of the municipal treasury had made it impossible to restore the palace until two years ago, when a sojourn tax on tourists was instituted and soon between 40,000 and 50,000 francs was raised. This money is being used to restore the edifice which stands on a lofty hill overlooking the Rhone valley.

Buddhists to Send Missionaries Here

Japanese adherents of Buddhism, believing that many Americans in the midst of their busy lives need the peace and tranquillity offered them by the religious philosophy of Buddhism, plan to send to the United States many missionaries to extend the religious teaching. Already a number of missionaries are in this country, but their efforts are confined largely to work among American-born Japanese. The evangelical plans are still in a formative stage, but Count Sinyu Otani expressed hope for the establishment of a strong Buddhist Church in America and Europe. Though not visualizing Buddhism as supplanting Christianity in the West, be believes need for the faith exists among Americans and his sect is called upon to meet the need.

Predicts Era of Superpower by Wireless

J. D. Ross, superintendent of the Seattle, Wash., light department, recently predicted that wireless transmission of superpower will be achieved by engineers of the future. He stated that at present the development of superpower transmission service is breaking down barriers and limitations of time and space. America is spending $5,000,000 daily on electric power, and it is significant that this expenditure is doubling every five years, he added.

Disarmament Problem Becomes Enormous

The economic, financial and industrial aspects of disarmament have now become a more difficult problem to solve than that of merely scrapping battleships, reducing military effectives, and limiting aviation. This is the virtually unanimous opinion of the three score experts of all kinds who have been working at Geneva on the league's various disarmament commissions and sub-commissions for the past six months. This new development of the problem of disarmament is recognized to be due purely to the changes in warfare which the last great war established. As a consequence the problem of disarmament now has to be approached not simply from the standpoint of cutting down armaments and ending "ruinous armament competition," but from the standpoint of the total "war potentiality" of every country.

Liquefaction of Coal Yields Oil for Fuel

Dr. Friedrich Bergius, of Heidelberg, Germany, recently told distinguished scientists, engineers and technologists attending a conference in Pittsburgh from all parts of the world, that perfection of the process of coal liquefaction has made possible the transformation of 50 to 60 per cent. of the coal into oil by hydrogenation under high pressure. Dr. Bergius, inventor of the process in 1913, declared that the liquefaction of coal was made economically successful by an expenditure of "some millions of dollars." "One ton of bituminous coal will yield an average of 140 gallons of oil," he said. "Deducting the coal consumed in the process the net yield is 104 gallons to a ton of coal. Of this, thirty-five gallons consist of aromatic compounds, suitable for 'no knock' motor fuel, and the remainder is gas oil, lubricating oil and fuel oil."

Women in Mill Towns Not Americanized

An investigation of working conditions for women in cotton mills in nine Southern cities and as many more in the North, reveals that, despite the money and attention spent on Americanization campaigns since the war, many women workers are unable to speak English, even after twenty years of residence in the United States, and that children playing in the streets speak in a foreign language. According to the Women's Bureau of the Department of Labor, which conducted the investigation, the reason is that mill workers become isolated and live much by themselves. The isolation was found more marked in the South than the North. Living and social conditions were declared to be superior in the North, particularly in Massachusetts.

The BOOK TABLE

THE PATHWAY TO READING. Sixth Reader. By Bessie Blackstone Coleman, Willis L. Uhl, University of Wisconsin, and James Fleming Hosic, Teachers College, Columbia University. Illustrated by Eleanor Howard. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

"Pathway" is one of the most captivating slogans adopted by any publishers. The pathway is always alluring, is always going somewhere, never detours.

Was there ever a more alluring "Pathway" to school readers than this first selection on "The Circus Elephant" by Dallas Lore Sharp, the most irresistible writer for children and the rest of us there is today. If there has ever been a more fascinating story than this story of Jumbo in any school reader we have failed to find it.

And then to make sure that the "Sixth Reader" readers are really going somewhere and will not detour there are suggestions for "Study and Enjoyment." "Think over this selection and then be ready to tell in as few sentences as possible what it is about. Why is the author able to please you so much with this account of Jumbo? What interesting actions of animals have *you* observed? Divide this selection into its chief parts and make a good title for each part. Which part appeals to *you* most? Why?"

CHATTERBOX FOR 1927. Founded by Erskine Clark. Boston: L. C. Page.

"Chatterbox" has no rival. This 1927 issue is the tenth volume. Beginning in 1914 as a fascinating book of information and inspiration, irresistible as juvenile literature it has grown as science and industries have grown. These ten volumes are a reliable and attractive record of progress in America, especially, and every issue has been a revelation of the demand for a new approach to the interest of children in their reading.

The "Chatterbox" always avoids being stale, which is a notable achievement. Any one who writes for boys and girls in 1926-27 as any one wrote for children in 1916-17, is in the same class as one who tried to make a girl today dress and dress her hair as her older sister did ten years ago. "Chatterbox" is always up-to-the-minute in what is written about and the way it is written about.

HERMAN MELVILLE. By John Freeman. English Men of Letters, New Series. Edited by J. C. Squire. Cloth. New York: The Macmillan Company.

Teachers of literature have a challenge more serious and more important than any they or their predecessors have ever had. There is an insistent demand that all graduates of high schools and of college preparatory schools shall have a conversational familiarity with a hundred times as many personalities of literature and art, of history and science, of industry and commerce, of football and baseball, tennis and golf, as college graduates had a quarter of a century ago, and it can be done, must be done, and will be done when authors and teachers learn to make personalities in literature as Suzanne and Babe Ruth.

In "Herman Melville" John Freeman makes the author as distinct a factor in the literary life of America as Ty Cobb is in achievement on the diamond.

M. TULLI CICERONIS IN M. ANTONIUM ORATIONES PHILIPPICAE, PRIMA ET SECUNDA. Edited with Introduction, Notes (mainly historical), and appendices, by J. D. Denniston, Fellow and Tutor of Hertford College, Oxford. Oxford University Press, American Branch, New York. $1.50.

The first and second of Cicero's Philippics have often been edited, but as a rule the formidable historical and antiquarian problems which they suggest have been inadequately discussed, or entirely omitted. The object in the present work has been to state the difficulties clearly, and to present the reader with the materials available for their solution. So the editor has thought it worth while to present these speeches against a tolerably detailed historical background, and to investigate with some care how far Cicero's statements regarding himself, Antony, and other persons mentioned are in agreement with what we learn from other sources. How well he has succeeded in this attempt we may determine even by a cursory reading of the 125 pages of Notes. Besides these, we find an excellent Introduction, and a detailed Analysis, chapter by chapter. There is no vocabulary.

MODERN TIMES IN EUROPE. By J. Salwyn Schapiro, Ph.D., College of the City of New York. Cloth. 550 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Dr. Schapiro has mastered all phases of European activity since the creation of the United States of America in 1789. He reads the making of European history even from the close of the seventeenth century as it is illuminated from the recent World War, which was the result of forces more or less active socially, industrially, economically, educationally and civically for more than two centuries before the World War was in action.

That which especially characterizes this wholesome textbook on Modern Europe is the art of presentation of fact and philosophy so that it is easier for students to think straight, see through problems, and remember tenaciously than to putter with inconsequential material.

GRADED GAMES FOR RURAL SCHOOLS. By Alfred E. Ross, Bessemer, Alabama. Cloth. New York: A. S. Barnes and Company.

This is the only book that we have seen that actually grades from ten to fifteen games for each of the eight grades, labeling each as Quiet Indoor Games, Active Outdoor Games, Active Schoolroom Games, Active Indoor-Outdoor Games, Action Song Active Indoor-Outdoor Games, and so on, distinguishing the character of each game. There are, in all, ninety games skilfully graded and wisely characterized.

GREAT TEACHERS AND MENTAL HEALTH. A Study of Seven Educational Hygienists. By William H. Burnham, Ph. D., of Clark University. New York: D. Appleton and Company.

Dr. Burnham is one of the really eminent educational thinkers and writers of the day. He has been a student of education and of educators for many years. He has always been fair in his estimates of philosophies and of philosophers. He knows the science of education masterfully and has practiced the art of teaching skilfully. There are few men whose judgment we respect more reliantly.

No one else has made an important contribution from this standpoint. He insists that the mental health of the child is the teacher's supreme concern. "To conserve the wholeness and wholesomeness with which a normal child is endowed; to preserve right mental attitudes; to prevent mental disorders; to give opportunity for significant and healthful activity—this is the teacher's great function."

The seven educational hygienists

are: Socrates, Jesus, Roger Bacon, Vittorino, Tretzendorf, Comenius and G. Stanley Hall. He gives Dr. Hall better professional recognition than has any other writer. He gives fifty-eight pages to an analysis of Dr. Hall as a teacher and hygienist. "He was a stimulating and charming friend." We would like to say a hearty "Amen" to that. It has been our privilege to know many of the best educational thinkers of the last sixty years, and our intimacy with Stanley Hall was exceptionally close. In the late seventies and early eighties we were more closely associated than we have ever been with any other educational leader. For eight months we kept a horse together, boarding him in the livery stable, and we rode together often every day. There is no professional visiting in an automobile, but when Hall was well wound up we would drive out beside the road in some refreshing shade and he would be most entertainingly inspiring. In those early days he had his caustic criticism of men and of their philosophies, and this habit grew upon him if we may judge from the frankness with which he spoke of men. Within a few weeks of the end I went to Worcester to spend a few hours with him and I would not eliminate his conversation that day for anything.

Of course practically every teacher has read much of Socrates, Roger Bacon and Comenius, but some of us are less familiar with Vittorino and Tretzendorf. The special professional value of Dr. Burnham's book is in the closing chapters, "Lessons From the Great Teachers," and "Democracy and the Teacher's Ideal."

STORIES OF SWISS CHILDREN. By Johanna Spyri, author of "Heidi." With twelve illustrations in color. 434 pages. New York: Thomas Y. Crowell Company.

"Heidi" is by general consent the most nearly perfect of children's books and its author has never fallen much below its high level. It is a real service to the home and school to have in one volume a group of the shorter stories of Swiss children. In Switzerland and Germany Madame Spyri has become an institution. She has made the Swiss Alps so thoroughly her own that one can hardly think of Swiss childhood without thinking of her. The publication of "Heidi," which brought her world-wide fame forty years ago, was followed by other stories, both long and short; and it is a careful selection of the best of these shorter stories which is now united in one volume. These include "The Children's Carol," "Moni, the Goat Boy," "The Rose Child," "Toni, the Little Wood Carver," "What Sami Sings with the Birds," "Tiss, a Little Alpine Waif," "Trini, the Little Strawberry Girl," "Little Curly Head," "Little Miss Grasshopper," and "Jo, the Little Machinist."

The stories are separate episodes of child life, but are united not only by their background, but by a deep vein of sympathy and understanding which the author constantly reveals. Taken as a whole, they are a valuable gallery of portraits and have a certain cumulative value in this single volume that was not so apparent in separate form.

AN INTRODUCTION TO EXPERIMENTAL EMBRYOLOGY. By G. R. de Beer. Oxford: The Clarendon Press.

This is by far the most valuable introduction to Experimental Embryology that we have seen. The first great contribution it makes is the relation of experiment to observation and the importance of distinguishing between them in all studies. This book bases everything on experiments. In fewer than one hundred and fifty pages the author makes entirely clear all the essential information in Embryology.

CONTEMPORARY FRENCH LITERATURE. By René Lalou. Translated from the French by William Aspenwall Bradley. Cloth. ix+402 pages. New York: Alfred A. Knopf, Publisher.

René Lalou is a brilliant and comparatively young professor in a Paris "lycée," himself a novelist of reputation. His study of French literature from 1870 to the present, first published in French in 1922, was thoroughly revised and augmented in 1924. It is from this last edition, edited by Ernest Boyd — our foremost American critic of general foreign literature—that Mr. Bradley has made his translation. According to a footnote Mr. Boyd has made certain cuts in the French text, but the author himself assures us in his foreword that these excisions have not led to the omission of anything essential, but rather to the abridgment of extended poetic analyses and the suppression of certain lists and summaries. It would have been a pity indeed if the cuts had gone any further, for it is a task of great difficulty to treat a subject of such variety and wealth of detail as French literature of the last fifty-odd years in the compass of less than 400 pages. The burden is somewhat lightened by the fact that the author is primarily interested in creative literature—poetry, drama, the novel—dismissing criticism, history, philosophy, etc., in a brief eight pages. It is only natural that in some cases our literary historian is curt, almost cavalierly so, with writers who approach the first rank. That is a comparatively minor defect, however, unless one is to rely exclusively on M. Lalou. The important thing is that he has given us a picture, swiftly-moving and kaleidoscopic, interesting and vivid, of the many-colored and turbulent stream of French letters of our own and the preceding generation. His judgments, though summary, are often marked by flashes of brilliance. His chapters on Realism, the Anti-Naturalistic Reaction, and Symbolism are notably excellent. Over 600 writers are mentioned, and innumerable works. Quotations are aptly employed and are not too abundant. A bibliographical list of representative authors, an index, and a brief bibliography of works to be consulted are included. The volume is beautifully printed, as are all of Mr. Knopf's books. "Contemporary French Literature" should be of marked usefulness to school and public libraries as well as to lovers of French literature.

Books Received

"The Study Readers." Book Three. By Alberta Walker and Ethel Summy. New York: Charles E. Merrill Company.

"Where the Sod Shanty Stood." By Virgil D. Boyles and O. W. Coursey. Mitchell, S. D.: The Educator Supply Company.

"High and Far." By Randall J. Condon. Boston: Little, Brown and Company.

"Everyday English." By Caroline L. Laird, Hattie D. Walker and Anna M. Locke. Chicago: Row, Peterson and Company.

"Intelligent Parenthood." Chicago: University of Chicago Press.

"Orpheus and His Lute." By W. M. L. Hutchinson. New York: Longmans, Green and Company.

"Nature Guiding." By William Gould Vinal. Ithaca, N. Y.: The Comstock Publishing Company.

"An Introduction to Biology." By Alfred C. Kinsley. "Freshman Hygiene." By Raymond C. Bull and Stanley Thomas. Philadelphia: J. B. Lippincott.

"Winnie-the-Pooh." By A. A. Milne. New York: E. P. Dutton.

"Financing of Social Work." By Procter and Schuck. New York: A. W. Shaw Company.

"History of Manual and Industrial School Education." By Lewis F. Anderson. New York: D. Appleton and Company.

"Bird's Eye View of Invention." By A. Frederick Collins. New York: Thomas Y. Crowell Company.

"Student Relationships." By W. G. Clippinger. New York: Thomas Nelson and Sons.

"The Smedley and Olsen New Primer." By Eva Smedley and Martha Olsen. Chicago: Hall and McCreary Company.

"Better Teaching." By F. L. Clapp and T. M. Risk. Newark, N. J.: Silver Burdett and Company.

"Lingua Latina." By W. H. D. Rouse and S. O. Andrew. New York: Oxford University Press.

"S. P. E. Tract No. 24." By Otto Jespersen and Fred N. Scott. New York: Oxford Press.

"The Open Door Primer."—"The Open Door First Reader." By Neal and Storm.— "The Comprehensive High School." By Stuart. New York: The Macmillan Company.

"Current Reviews." By L. W. Smith.—"Rewards of Reading." By Frank L. Mott. — "Contemporary American Criticism." By James C. Bowman.—"How to Study in College." By Leal H. Headley. New York: Henry Holt and Company.

ESTABLISHED 1869

QUALITY Results in ECONOMY

This applies especially to

HOLDEN BOOK COVERS

which receive the Soiling—Wear and Handling of the year instead of the books.

A rigid adherence to our tested formulas assures you of a durable—waterproof—weatherproof material that enables the books to last twice as long.

(SAMPLES FREE)

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

A 50 Center

A little boy had got into the habit of saying "Darn," of which his mother naturally did not approve.

"Dear," she said to the little boy, "here is ten cents; it is yours if you will promise me not to say 'darn' again."

"All right, mother," he said, as he took the money, "I promise."

As he lovingly fingered the money, a hopeful look came into his eyes and he said: "Say, mother, I know a word that's worth fifty cents."

His Only Chance

Hans—"Father, why was Adam made first?"

Father—"To give him the chance to say a few words."

Did You Ever Wonder?

Teacher—"What does your mother use soap for?"

Willie—"That's what I'd like to know."

Caught Unawares

The teacher had been giving a very graphic account of the reindeer, its haunts, habits, and uses. One boy, however, was not paying the slightest attention, so the teacher asked:—

"Now, what is the use of the reindeer?"

The startled youth looked up and said:—

"It makes everything in the garden lovely, teacher."—Yorkshire Post.

Enough Said

Conductor—"How old are you, little girl?"

Professor's Daughter — "If you don't object, I'll pay my full fare and keep my own statistics."

Amen

The last meeting of the Society for the Protection of Henpecked Husbands was interrupted by a most unseemly disturbance. A strong-willed looking lady strode in and seized the president by the arm.

"Henry!" she said, "come on home. You ain't henpecked!"—Life.

Further Directions Needed

The grammar-school principal went from room to room explaining what to do in case of fire. The pupils listened with respectful attention until he came to his final instruction. "Above all things," he said, "if your clothing catches fire, remain cool."—The Christian Register (Boston.)

The Unknown

"Have you any of Request's compositions?"

"Never heard of him."

"That's strange; most of the songs I hear on my radio are by him."

No Wasted Effort

Professor—"Young man, name a great universal time saver."

Lovesick Youth—"Love at first sight."

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY Dept. 77, Chicago *for* FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon Street Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

SCIENTIFIC TEACHER-PLACEMENT

NATIONAL TEACHERS AGENCY, INC.
D. H. COOK, General Manager
Philadelphia Pittsburgh Northampton Syracuse Indianapolis Memphis

H. S. BALDWIN — T. M. HASTINGS

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 — 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

The Pratt Teachers' Agency

70 Fifth Avenue
NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

EMERSON College of Oratory

HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS — BOSTON, MASS.

A NEW PALMER METHOD HANDWRITING MANUAL FOR THIRD AND FOURTH GRADES

This is another self-teaching text-book, and an IMPORTANT LINK IN THE PALMER METHOD SERIES. The instructional part of this new book alternates between teachers and pupils, with such simplified language in the paragraphs to pupils as will fit the understanding of those in third and fourth grades.

The simplified drills lead directly to movement application in making letters and writing words and sentences.

The diagrams of main and connective slant; the three elements and their applications to capitals, are some of the new outstanding practical features.

Measuring the Process and Product

The last seven pages of this new text-book of Palmer Method Handwriting for third and fourth grade teachers and pupils deal specifically with the scientific plan of measuring the process and product of muscular movement development and its application to writing. There are photo-engraved specimens (3 each) from third and fourth grade pupils for purposes of comparison. This is an entirely new feature in a text-book on practical handwriting and is making a strong appeal to teachers.

Retail price 15 cents with a special discount to schools.

A FREE SAMPLE COPY will be sent postpaid to any superintendent, principal or teacher who will write to our nearest office for it.

THE A. N. PALMER COMPANY

55 Fifth Ave., New York, N. Y. — 2128 Calumet Ave., Chicago, Ill.
Palmer Building, Cedar Rapids, Iowa — Pittock Building, Portland, Oregon

Force in Education

Force has long since ceased to be a factor in American education, but not so in Vienna. Dr. Hans Redtenbacher, of Vienna, in an address before the health section of the World Federations Convention in Edinburgh, Scotland, protests against conditions in certain schools in Vienna where children are scolded, punished, beaten or nagged from morning until night. His recommendation is as follows:—

"Wherefore, in my capacity as school physician, I want to add to the highly developed physical culture of the Anglo-Saxon race and the ingenious French experiment of fighting the lack of joy by auto-suggestion of cheerfulness, the idea of finding the fundamental problem of happiness in the conscientious choice of the educators. We have to find men and women who are able, without violence, and with enthusiasm born of understanding and love for the soul of the child, to bring up new and lovable members of society who, in their time, will introduce the same kind of behavior in their family and professional life."

Serviceable Magazine

The value to teachers of a magazine supplying material, methods, and aids for use in the classroom is manifest. It is of value to the experienced, highly trained teacher as well as to the one of less experience and training. Such a magazine is found in Normal Instructor-Primary Plans. Its contents are adapted particularly to the work of the elementary grades. Normal Instructor has been published for thirty-five years under the same management. It is read and appreciated by thousands of people in every state. Teachers need just such a magazine in addition to whatever other professional magazines they may read, and we are glad to commend this to their attention.

Styles of Today

Mrs. Lela Deschamps of the Federation of Women's Clubs was commenting on the constant shortening of the flapper skirt. "No one knows where it will end and no one seems to worry," she remarked and added:—

"But things have come to a pretty pass. Only the other day I was in a department store when a young girl tripped up to the counter and said: 'Please, I would like to try on that rose-colored dress in the window.'

"'I'm sorry,' said the clerk politely, 'but that's a lamp shade.'"—Whiz Bang.

Meetings To Be Held

DECEMBER..

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Association for the Advancement of Science, Philadelphia, Pa.

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

27-January 1, 1927: American Association for Advancement of Science. Philadelphia, Pa. Michael I. Pupin, Columbia University, New York.

27-30: Linguistic Society of America, Harvard University, Cambridge, Mass. (Professor R. G. Kent, secretary, University of Pennsylvania, Philadelphia, Pa.)

28-29: American Students Health Association, New York City, Warren E. Forsyth, University of Michigan, Ann Arbor, Mich.

28-31: Botanical Society of America, Philadelphia, Pa. L. H. Bailey, Ithaca, N. Y.

29-30: National Association of Biblical Instructors in American Colleges and Secondary Schools, New York, N. Y. Ralph K. Hickok, Wells College, Aurora, N. Y.

29-31: Association of American Geographers, Philadelphia, Pa. J. P. Goode, University of Chicago, Chicago, Ill.

29-31: National Association of Teachers of Speech, Chicago, Ill. E. M. Mabie, University of Iowa, Iowa City, Iowa.

29-31: The annual meeting of the Florida Education Association, Tallahassee, R. M. Sealey, president.

29-31: Modern Language Association of America, Harvard University, Cambridge, Mass. (Professor Carleton Brown, Bryn Mawr, Pa.)

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
173 Tremont St., Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY
DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED
Prompt and Careful Response to Inquiries. Free Registration
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
40TH YEAR
25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.
TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY
Established 1855
366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.
A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies